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ABSTRACT

The Masters of Arts in Teaching (MAT) program at Brown University is described, along with its evolution and contribution to teacher training. Currently the MAT focuses on preparing teachers of English and Social Studies. Eight courses are required, four in education and four in the academic discipline. The program begins with a 6 and 1/2 week summer session, followed by two semesters of study, one in full-time graduate study and the other primarily in student teaching. Practice teaching is 16-18 weeks, during which the student is assigned to a cooperating teacher and is responsible for two of the teacher's classes on a full-time basis. Admission to the MAT program is competitive. All 16 students in the 1982-1983 class graduated from private liberal arts institutions. Reasons given by the 10 female and 6 male students for pursuing teaching included the opportunity to continue interests in subject matter after college and interest in adolescents. Reasons for selecting the Brown University program included: the prospect of doing graduate study in the major (English); the program at Brown University had fewer number of education courses required; the prospect of immediate teaching in the summer laboratory school; and the school's placement record. MATs and certification trends are also discussed. (SW)

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Re-examining the Master of Arts in Teaching Program

American Educational Research Association

Chicago, IL April 1, 1985

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RE-EXAMINING THE MASTER OF ARTS IN TEACHING PROGRAM

The current state of public education bears a remarkable similarity to the crisis state which the education establishment found itself in the 1950's. Various reports, then as now, raised questions about the quality of American secondary education, and subsequently, the training of teachers. There was also a shortage of teachers, especially mathematics and science teachers, and new pools of teaching candidates needed to be tapped. Various reports in the last several years have criticized the quality of American schooling, and questions have been raised about the preparation and selection of teaching candidates (Boyer and Hechinger, 1981; Winkler, 1985). The number of education school graduates dropped from 284,000 to 159,000 during the years 1970 - 1980, and there are predictions of a teacher shortage by the late 1980's (Heard, 1982). One of the "solutions" proposed in the 1950's to the problem of both quality and quantity of teachers for the public schools was the Master of Arts in Teaching program. The M.A.T. was never considered to be the only solution to the problem of attracting and training better teachers, and is not the only solution today. But it does represent one way to attract exceptional candidates for teacher training, and a way to efficiently train and certify non-traditional teacher education students.

My purpose is not to reiterate the traditional arguments in favor of the M.A.T., but to describe one of the surviving M.A.T. programs, the

M.A.T. program at Brown University, and discuss its evolution and contribution to teacher training over the years. The Brown M.A.T. does represent one solution to the teacher recruitment and training problem, and an examination of its structure, funding, and students may provide some insights into improvement of teacher preparation in general.

HISTORY AND DEVELOPMENT OF THE BROWN M.A.T. PROGRAM

Though the M.A.T. idea has its roots in the program begun at Harvard in 1936, the flowering of the idea came during the 1950's with funding from the Fund for the Advancement of Education. From 1951 - 57, the Fund granted an average of four million dollars a year to teacher education, most of which went to five M.A.T. programs. (Stabler, 1962, p. 20). In 1959 the fund directed eleven million dollars toward improving teacher training and M.A.T. programs were on the grant lists. The Brown M.A.T. program was founded in 1957 - 58 with funding from the Fund for the Advanceent of Education, and graduated its first class of M.A.T.'s in 1959. The original grant proposal, written by Elmer Smith, director of the program from 1957 - 1969, called for a tripartite thrust to the program: the training of pre-service teachers; the enrichment of the academic background of in-service teachers; and, assistance to the schools. There were 56 students in the M.A.T. program in 1957 - 58, all in-service teachers from a wide variety of subject matter fields (Graduate School, 1958).

By 1967, the emphasis had shifted to the training of pre-service teaching candidates, with funding from a variety of sources, including the National Science Foundation and Title IV grants. Increased interest in graduate school as a result of the Vietnam War draft also benefitted

the program. During the years 1965 - 68, 51 - 69 new teachers per year graduated from the program (54, 64, 69, and 51 respectively), the largest numbers coming from the English or History and Social Sciences programs (Eng. 23, H/SS 22; Eng. 25, H/SS 26; Eng. 33, H/SS 17; and, Eng. 21, H/SS 15; respectively). Only one other area produced more than three new teachers per year during the same time period; French teachers accounted for eight teachers in 1967, and five in 1968.

In the Education of American Teachers, Conant reports that the M.A.T. programs he visited in the early 1960's were "heavily subsidized" (1963, p. 205). In 1962 Ernest Stabler was already predicting that, "unless the colleges and universities are themselves ready to budget generously the future of the programs is cloudy" (p. 20). The fact that most of the original M.A.T. programs were gone by the mid-1970's represents a failure on the part of the universities that received the bulk of the original funding for those programs to accept fiscal responsibility and to carry on the ideals of the Master of Arts in Teaching idea. At Brown University, the Fund for the Advancement of Education grant money, carefully nutured over the years, finally ran out in 1970. Other funds, principally from NSF, supported the mathematics and science programs and there were some funds for internships (the source of much of the subsidy money for students in M.A.T. programs) through the first few years of the 1970's. Rather than abandon the entire program, a decision was made in the early 1970's to maintain only the two programs that had healthy numbers of students, English and Social Studies.

Beginning with the 1974 - 75 class, the Brown M.A.T. program

narrowed its focus to preparation of teachers of English and Social Studies, a focus which continues to the present. (Though there is some discussion of reactivating the mathematics and science programs in the near future, if funding and students can be found.) The decision to restrict the M.A.T. program to English and Social Studies teacher preparation reflected several considerations on the part of the university, the first being a commitment to the idea of the Master of Arts in Teaching program and a desire to keep the program in some form or another. As mentioned above, the only two areas which had shown much student interest at that time were English and Social Studies. Deciding that the program could be enhanced and the quality of the overall M.A.T. program improved through specialization in a few healthy areas of enrollment best suited to a liberal arts institution, Brown University made a commitment to support those two areas and do away with the rest. A final factor was the success of the summer high school as an integral part of the program, and the need to define its curriculum to better suit the needs of the program. Brown University subsidizes 60% of the tuition for the program, to maintain a "critical mass" of twelve students in each program. The tuition subsidies are awards from the Graduate School, based on the recommendations of the admissions committee for the M.A.T. The program aims for a group of approximately fifteen students in each program per year.

M.A.T. GRADUATES

From 1975 - 1984, the normal graduating class was approximately ten in Social Studies and fifteen in English. Brown's overall quantitative impact on teaching has been small, with 1166 M.A.T.'s

awarded from the first graduating class in 1959 to 1974. Then again, the quantitative impact of Master of Arts in Teaching programs was never large. Even in its heyday in the 1950's, Harvard's M.A.T. figures of 1,300 graduates over a ten year period represented only 0.1 percent of all teachers produced during that time (Conant, 1962, p. 205). The Brown M.A.T. program has produced only 258 (155 in English, and 103 in Social Studies) teachers during 1975 - 1984. But this group represents a relatively stable group of teachers. A 1979 survey of MAT graduates from 1970 - 1978 by Robert Shaw of the Education Department at Brown found that 55% of those graduates were still teaching. Another 12% had moved to administration, counseling, or college teaching, for a total of 67% still in teaching or related education occupations. That exhaustive survey received a 78% response from the alumni (Shaw and Hearn, 1979). Ten percent of those graduates were in graduate school, and 25% were employed in jobs outside teaching. The percentages for English and Social Studies graduates, and for male and females, were virtually the same. M.A.T.'s teaching in public schools outnumbered those teaching in private schools by a 4:1 ratio.

Reasons given for leaving the profession from among those responding to the survey include: graduate school and other job opportunities (30 respondents), family (13; this was the only category unevenly represented between the sexes, with 12 women giving this response and 1 man), a bad market (8), dislike of teaching in general (6), disillusionment with teaching (6), and too emotionally draining (3). Only one person cited money as the predominant factor in the choice to leave teaching.

A recent, and as yet incomplete, survey shows that most of the 1980-1984 graduates who responded are still teaching (Shaw and Meyer, 1985). This particular survey received only a 45% response thus far from alumni. But, first-year placement of M.A.T.'s in teaching positions during the last five years has exceeded 90%, and when the small number deciding not to teach are excluded and only those actively pursuing a teaching job are considered, virtually 100% have found first-year teaching positions.

STRUCTURE OF THE PROGRAM

The Brown University Master of Arts in Teaching program requirements consist of eight courses, four in education and four in the academic discipline. The program does not require a thesis, though it did in its original incarnation. All course work is done at the graduate level.

The program begins with a six-and-a-half week summer session, from mid-June to the beginning of August, which is followed by two semesters of study, one in full-time graduate study and the other primarily in student teaching. The summer session includes a course in the Psychology of Teaching (Educational Psychology) and a course in Methods of Teaching English or Methods of Teaching Social Studies, both of which meet five days a week for all but the last three days of the 6 1/2 weeks. Following the first week and a half of classes, the Brown Summer High School begins, continuing for four weeks. The Brown Summer High School is a teaching laboratory, comprised of approximately 200 high school students from the greater Providence area, in which the M.A.T.'s serve as instructors. The curriculum of the laboratory school is

carefully structured to coordinate with the methods classes, and the educational psychology class also uses these classes for observation assignments. The laboratory school not only provides an early teaching experience, but provides a way of illustrating practical applications of theory and provides an experiential base for M.A.T.'s which serves to enrich their theoretical understanding in the methods course. Experienced high school teachers serve as tutors and supervisors for the M.A.T.'s, working with, and under the direction of, the methods professor. The final week of the summer session is primarily for evaluation conferences and program evaluation.

During one of the academic semesters (approximately half of the M.A.T.'s do their student teaching each semester), the students take a full load (four courses) of graduate study in the discipline. The students are expected to fill gaps in their undergraduate preparation, based mainly on distribution requirements for certification, and to take at least one graduate seminar.

During the other semester, M.A.T.'s participate in the Practice Teaching Apprenticeship, attend a concurrent seminar with other student teachers, and take a course in the foundations of education (an elective course in either history, sociology, or philosophy of education). The foundations course may be elected during the "academic" semester, and one of the courses in the discipline may be elected during the student teaching semester; in either case, the course must meet in the afternoon after the end of the school day during the student teaching semester.

The practice teaching apprenticeship is 16 - 18 weeks in length. Students are assigned to a cooperating teacher and assume responsiblilty

for two of that teacher's classes on a full-time basis. M.A.T.'s are also expected to observe at least one other class period on a regular basis, and may pick up a third class for teaching after mid-semester. None of these assignments is a paid internship. Besides supervision from the cooperating teacher, the M.A.T.'s are subject to observation four times during the semester by the university supervisor, normally the methods professor.

Upon graduation, M.A.T.'s are eligible for certification in the state of Rhode Island, a member state of the Interstate Certification Compact, and thus eligible for initial certification in 29 other states. M.A.T.'s are usually eligible, under current standards, for certification through transcript evaluation in most other states as well.

ADMISSION AND CHARACTERISTICS OF STUDENTS

Admission to the Master of Arts in Teaching program at Brown University is by competitive application. Application materials include three letters of reference and an "essay on teaching," in which applicants discuss their reasons for pursuing a teaching career and discuss an educational issue they are interested in (the essay also serves as a check on writing ability). Applicants are judged on their potential for successful secondary school teaching and on their potential for doing graduate study in the discipline they have chosen to teach. The G.P.A. in the undergraduate major and GRE scores are part of the criteria for that judgment. Applications are read by a faculty member from the academic department, a faculty member from the Education Department, the director of the Master of Arts in Teaching program, and

a representative from the Graduate School. An interview on campus is recommended for all applicants, and many students do appear for interviews.

A survey based on application materials, interviews, and a questionnaire was made of the students in the Master of Arts in Teaching program in English during 1982 - 83, and presents a profile of one-half of a typical M.A.T. class. There were thirty-two applications for the English M.A.T. program in 1982, and sixteen students entered the summer session in June. Five of those students received full tuition scholarships, and eight more received tuition awards accounting for five of the eight courses in the program.

All the students in the 1982 - 83 class were graduated from private liberal arts institutions: Kenyon, Providence College, Connecticut College, Duke, Williams (2 students), Union College, Holy Cross (2), Georgetown (2), Smith, Tufts, Colgate, Catholic University, and Baldwin - Wallace. Some of the students also had done further study at the following: University of London, University of Exeter, Notre Dame, Stanford, College of St. Andrews (Scotland), Institut Catholique de Paris, Boston University, and Universitat des Saarlandes (West Germany), among other opportunities. Six of the students characterized their undergraduate institutions as having a religious affiliation. Their grade point averages were approximately 3.2 - 3.8 (on a four point scale) in English courses taken at the undergraduate level. (The M.A.T. class average for graduate study in English at Brown was 3.5 on a four point scale.) Most of the M.A.T.'s attended public high schools.

The students range in age from 21 - 29 (most are 21 - 24) and all

received B.A. degrees (all in English Literature or an equivalent program). There were ten females and six males in the 1982 - 83 class, the normal distribution in the last several years. In terms of background, eight come from a suburban background, four urban, two from towns, and two from rural areas. Seven characterize themselves as coming from the upper middle class, six from middle class backgrounds, two from lower middle, and one from the upper class. Almost all the students consider themselves "moderate" or "left of center" in their political orientation. Fourteen of the sixteen had some prior experience with teaching (but not secondary English) or counseling; only one had actual classroom teaching experience. Nine of them had other jobs following their graduation from college before entering the M.A.T. program. Most recent M.A.T. classes at Brown have drawn 50% of their students from other jobs.

Nine of the sixteen attended colleges where there were no certification programs at the undergraduate level. All sixteen said that whether a college had a teacher certification program or not did not enter into their choice of colleges; all said they had no interest in teaching at that time. Given the small percentage of high school seniors who indicate teaching as their career goal in any given year, this is not unusual (Andrew, 1983). Asked why they did not pursue a teaching certificate program after they entered college, the students gave just three types of answers: 1) a certificate program was not available, 2) they were only interested in English courses and electives, and 3) they were undecided about teaching until it was too late to enter a program before graduation.

When asked about their reasons for pursuing teaching when they finally did, they responded: 1) it represented a way to continue interests in the subject matter after college, 2) they were interested in, and enjoyed, working with adolescents, 3) they had an interest in contributing to something important like the education of children (and they believed they had something to contribute), and 4) they believed they would receive personal satisfaction from teaching. They seem to have a high regard for teachers; when asked to rank the following, doctors, lawyers, teachers, and scientists, in terms of their importance to society, nine of the sixteen ranked teachers first and none ranked teachers lower than second. Their commitment to teaching is also evidenced by their success in the intensive program at Brown. Most of those who drop out of the program do so during the initial summer session and most of those in the first few weeks. Those who do drop out usually give as their reason that they did not realize how difficult it was to pursue the certificate, or they were not as committed to teaching as they had thought they were. Under these circumstances, not only is there the initial screening which takes place during the application process, but the summer program (with two classes daily and daily teaching in the laboratory school) aids self-selection for those without sufficient commitment.

When asked why they chose the M.A.T. program at Brown over other M.A.T. programs, M.Ed. programs, or undergraduate certification programs as a special student, they gave only two answers: 1) the prospect of doing graduate study in the major (English), and 2) the Brown program had fewer education courses required than most other programs. Informal

interviews produced some other reasons: 1) most programs are a minimum of a semester longer than Brown's, 2) the prospect of immediate teaching in the summer laboratory school, 3) financial support, 4) the reputation of the program, and 5) the placement record in first-year positions.

Master of Arts in Teaching programs are not similar in design or intention to other five-year programs, especially the five-year "extended" programs (see Gallegos, 1981; Scannell and Guenther, 1981 for discussion of five-year programs). Conant even says that M.A.T. programs are "an entirely different breed of cat" than the extended five year programs (1963, p. 204). Students interested in the Brown M.A.T. tend toward programs which offer fewer education courses, rather than more, but they are attracted to programs with early opportunities for teaching. But they tend to decide on teaching as a career late in their undergraduate studies, or after they have graduated, and rarely want to sacrifice their liberal arts studies for education courses while undergraduates. They also want to do graduate study in the subject matter discipline as part of their preparation. But, a comparison of the motives of the M.A.T. students with those in an extended program (Andrew, 1983) show the same reasons for entering teaching: 1) love of subject, 2) helping / human growth, and 3) enjoyment of children / adolescents. The fourth main reason for seeking teaching as a profession, personal growth, is also cited by those in a five-year program (Andrew, 1983). While M.A.T.'s appear to have the same social service motivation as students in other five year programs, and other similar motivations, they definitely see the M.A.T. as the most direct and satisfying route to the classroom. The fact that Brown University

is an Ivy League institution currently enjoying a favorable reputation also influences some prospective M.A.T.'s when looking at teaching programs.

The recent report of the National Commission for Excellence in Teacher Education (1985) cites the characteristics of students in an exemplary five-year program, noting the average combined GRE scores of 1042 for students entering the fifth year of the program. Average combined GRE scores for students not admitted to Brown's M.A.T. program in English this year (for the class of 1986) were 1132. The following chart lists the essential academic characteristics of the students recently admitted and offered aid by the Brown M.A.T. program in English (another 18 were offered admission without aid):

G.P.A. in Major (undergrad)	Verbal GRE Percentile	Combined GRE
3.5	99	1480
3.6	99	1370
3.9	Not reported	
3.9	52	910
3.7	97	1480
3.7	99	1350
3.6	Not reported	
3.7	71	1100
3.5	85	1090
3.3	75	1150
3.5	Not reported	
3.3	96	1160
3.9	93	1360
3.6	99	1420

The above students attended the following institutions: Oberlin, Stanford, Kenyon, Indiana, Grinnell (2), Brown (2), Holy Cross, Dartmouth, Notre Dame, Wellesley, Swathmore, and the University of Connecticut.

M.A.T.'S AND CERTIFICATION TRENDS

Given that these individuals are committed to teaching, have good academic backgrounds, attended good colleges, are articulate in written and spoken English, and tend to be more experienced and mature than most beginning teachers, the specific things one wishes for in secondary school teachers, it is interesting to note that their route to teaching seems to be in direct opposition to prevailing trends in teacher education. One major push of recent years is the trend toward "early identification" of teaching candidates in colleges, with some programs beginning as early as the freshman and sophomore years. None of the candidates profiled here would have been "identified". Most chose teaching as a vocation very late in college, and sometimes after graduating and working for several years. Another trend is one toward requiring more and more courses in education for certification; many of these come from the state departments of education and in some cases from the state legislature. (Recently, at least one M.A.T. was denied certification by a non-ICC state on this basis.) This is a trend which tends to keep students who have a strong academic interest out of teaching programs because they wish to take more courses in the major or electives related to the major; this situation is interesting because one common perception about teachers is that they do not have strong academic backgrounds. In both the instances mentioned above, one of the factors is time. In both instances, students wanted to work as much academic course work as possible into their undergraduate years. In the

case of those returning to college after working in other fields, most were willing to give one year to re-train in but most could not affort to give two or more years.

In combating the stigma attached to teacher education students today, that of below average intelligence and poor academic background, the graduate status of the M.A.T. helps alleviate the psychological trauma involved in entering teacher eduction programs for many of the better students. Many prospective M.A.T.'s comment on the strong peer pressure that prevented them from seeking certification and continues to plague them. The chance to do more work in the subject field and to do so with graduate status is very attractive. A five year program envisioned, or in place, at some institutions seems less unreasonable to students when it results in graduate study in the discipline and a Master's degree. The status accorded students as members of a graduate certification program, a selective group, does help with self-esteem.

The graduate certification programs also provide an opportunity for those who are returning to college to take advantage of graduate student financial aid opportunities unavailable in most cases to "special" students. There are many excellent teaching candidates in various professions who, after finding out that publishing, for instance, is not the glamour business they thought it was, reconsider teaching as a career only to find they have no way to be certified without giving up two years of income. Since the prevailing psychology and mythology of undergraduates concerning teaching keeps many students from pursuing a teaching certificate at the undergraduate level, it seems ridiculous to, in effect, prevent capable students from receiving a certificate once they have received the B.A.

There is a shortage of teachers in some areas, and a shortage of good teachers in all areas, at the present time (National Commission for Excellence in Teacher Education, 1985). Given the numbers of students entering teacher education programs right now, the shortage can only get worse in the future (National Commission, 1985). At the same time, some teaching salaries are getting better, and teaching conditions are becoming a regular part of contract negotiations. Some Brown M.A.T. graduates have found first-year high school teaching positions in the $16,000 to $17,500 range, and, under the provisions of the new teacher contract in Providence, Rhode Island, teachers with the same number of total years experience and the equivalent degree to the Ph.D. will find themselves making more than their counterpart in the education department at an Ivy League university. As the number of lawyers and other professsionals grows, and the market for those professionals becomes saturated, many of teacher education's traditional group of students may return to teaching. (Applications for the Brown M.A.T. program have increased significantly during the last two years; there were 43 applicants for the English program in 1984 - 85 and 46 so far this year, versus 35, 24, 31, and 38 in the four years preceding. The Social Studies applications show a similar gain.) It would be of advantage to all concerned if those people had the opportunity to seek a teaching certificate as a reasonable alternative to other professions.

Originally, M.A.T. programs came into existence as a response to the need to overcome a shortage of teachers and to improve the quality of instruction in the public schools. With some states, such as New Jersey, already proposing certification of teachers without formal

training, schools of education might find it advantageous to begin planning programs that would prepare highly-qualified individuals who might decide to pursue teaching as a new line of work. The philanthropic foundations which originally financed M.A.T. programs might be willing to refinance these programs, especially in the areas of mathematics and science. The graduate schools and departments in the less "profitable" disciplines in the humanities and social sciences might support a program that brings more graduate students into the graduate courses in this era of declining graduate enrollments. The public schools' response to the M.A.T., at least from our experience at Brown, appears to be quite enthusiastic.

Many top students have been driven from the prospect of teaching by the perception of lack of opportunity and by public and professional denigration of teaching as a profession and of teachers as worthwhile and intelligent human beings. Under the present circumstances it is unlikely the undergraduate teacher education programs will draw the right students or meet the particular needs of the public schools in any acceptable manner. Graduate certification programs may be a way of soliciting and selecting superior teaching candidates. The needs and characteristics of these potential teacher education students, such as the ones outlined here, need to be considered in the design of such a program. A program which might bring these students back to teaching may address many of the present difficulties in public school teaching.

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In the Education of American Teachers, Conant reports that the M.A.T. programs he visited in the early 1960's were "heavily subsidized" (1963, p. 205). In 1962 Ernest Stabler was already predicting that, "unless the colleges and universities are themselves ready to budget generously the future of the programs is cloudy" (p. 20). The fact that most of the original M.A.T. programs were gone by the mid-1970's represents a failure on the part of the universities that received the bulk of the original funding for those programs to accept fiscal responsibility and to carry on the ideals of the Master of Arts in Teaching idea. At Brown University, the Fund for the Advancement of Education grant money, carefully nutured over the years, finally ran out in 1970. Other funds, principally from NSF, supported the mathematics and science programs and there were some funds for internships (the source of much of the subsidy money for students in M.A.T. programs) through the first few years of the 1970's. Rather than abandon the entire program, a decision was made in the early 1970's to maintain only the two programs that had healthy numbers of students, English and Social Studies.

Beginning with the 1974 - 75 class, the Brown M.A.T. program

narrowed its focus to preparation of teachers of English and Social Studies, a focus which continues to the present. (Though there is some discussion of reactivating the mathematics and science programs in the near future, if funding and students can be found.) The decision to restrict the M.A.T. program to English and Social Studies teacher preparation reflected several considerations on the part of the university, the first being a commitment to the idea of the Master of Arts in Teaching program and a desire to keep the program in some form or another. As mentioned above, the only two areas which had shown much student interest at that time were English and Social Studies. Deciding that the program could be enhanced and the quality of the overall M.A.T. program improved through specialization in a few healthy areas of enrollment best suited to a liberal arts institution, Brown University made a commitment to support those two areas and do away with the rest. A final factor was the success of the summer high school as an integral part of the program, and the need to define its curriculum to better suit the needs of the program. Brown University subsidizes 60% of the tuition for the program, to maintain a "critical mass" of twelve students in each program. The tuition subsidies are awards from the Graduate School, based on the recommendations of the admissions committee for the M.A.T. The program aims for a group of approximately fifteen students in each program per year.

M.A.T. GRADUATES

From 1975 - 1984, the normal graduating class was approximately ten in Social Studies and fifteen in English. Brown's overall quantitative impact on teaching has been small, with 1166 M.A.T.'s

awarded from the first graduating class in 1959 to 1974. Then again, the quantitative impact of Master of Arts in Teaching programs was never large. Even in its heyday in the 1950's, Harvard's M.A.T. figures of 1,300 graduates over a ten year period represented only 0.1 percent of all teachers produced during that time (Conant, 1962, p. 205). The Brown M.A.T. program has produced only 258 (155 in English, and 103 in Social Studies) teachers during 1975 - 1984. But this group represents a relatively stable group of teachers. A 1979 survey of MAT graduates from 1970 - 1978 by Robert Shaw of the Education Department at Brown found that 55% of those graduates were still teaching. Another 12% had moved to administration, counseling, or college teaching, for a total of 67% still in teaching or related education occupations. That exhaustive survey received a 78% response from the alumni (Shaw and Hearn, 1979). Ten percent of those graduates were in graduate school, and 25% were employed in jobs outside teaching. The percentages for English and Social Studies graduates, and for male and females, were virtually the same. M.A.T.'s teaching in public schools outnumbered those teaching in private schools by a 4:1 ratio.

Reasons given for leaving the profession from among those responding to the survey include: graduate school and other job opportunities (30 respondents), family (13; this was the only category unevenly represented between the sexes, with 12 women giving this response and 1 man), a bad market (8), dislike of teaching in general (6), disillusionment with teaching (6), and too emotionally draining (3). Only one person cited money as the predominant factor in the choice to leave teaching.

A recent, and as yet incomplete, survey shows that most of the 1980-1984 graduates who responded are still teaching (Shaw and Meyer, 1985). This particular survey received only a 45% response thus far from alumni. But, first-year placement of M.A.T.'s in teaching positions during the last five years has exceeded 90%, and when the small number deciding not to teach are excluded and only those actively pursuing a teaching job are considered, virtually 100% have found first-year teaching positions.

STRUCTURE OF THE PROGRAM

The Brown University Master of Arts in Teaching program requirements consist of eight courses, four in education and four in the academic discipline. The program does not require a thesis, though it did in its original incarnation. All course work is done at the graduate level.

The program begins with a six-and-a-half week summer session, from mid-June to the beginning of August, which is followed by two semesters of study, one in full-time graduate study and the other primarily in student teaching. The summer session includes a course in the Psychology of Teaching (Educational Psychology) and a course in Methods of Teaching English or Methods of Teaching Social Studies, both of which meet five days a week for all but the last three days of the 6 1/2 weeks. Following the first week and a half of classes, the Brown Summer High School begins, continuing for four weeks. The Brown Summer High School is a teaching laboratory, comprised of approximately 200 high school students from the greater Providence area, in which the M.A.T.'s serve as instructors. The curriculum of the laboratory school is

carefully structured to coordinate with the methods classes, and the educational psychology class also uses these classes for observation assignments. The laboratory school not only provides an early teaching experience, but provides a way of illustrating practical applications of theory and provides an experiential base for M.A.T.'s which serves to enrich their theoretical understanding in the methods course. Experienced high school teachers serve as tutors and supervisors for the M.A.T.'s, working with, and under the direction of, the methods professor. The final week of the summer session is primarily for evaluation conferences and program evaluation.

During one of the academic semesters (approximately half of the M.A.T.'s do their student teaching each semester), the students take a full load (four courses) of graduate study in the discipline. The students are expected to fill gaps in their undergraduate preparation, based mainly on distribution requirements for certification, and to take at least one graduate seminar.

During the other semester, M.A.T.'s participate in the Practice Teaching Apprenticeship, attend a concurrent seminar with other student teachers, and take a course in the foundations of education (an elective course in either history, sociology, or philosophy of education). The foundations course may be elected during the "academic" semester, and one of the courses in the discipline may be elected during the student teaching semester; in either case, the course must meet in the afternoon after the end of the school day during the student teaching semester.

The practice teaching apprenticeship is 16 - 18 weeks in length. Students are assigned to a cooperating teacher and assume responsiblilty

for two of that teacher's classes on a full-time basis. M.A.T.'s are also expected to observe at least one other class period on a regular basis, and may pick up a third class for teaching after mid-semester. None of these assignments is a paid internship. Besides supervision from the cooperating teacher, the M.A.T.'s are subject to observation four times during the semester by the university supervisor, normally the methods professor.

Upon graduation, M.A.T.'s are eligible for certification in the state of Rhode Island, a member state of the Interstate Certification Compact, and thus eligible for initial certification in 29 other states. M.A.T.'s are usually eligible, under current standards, for certification through transcript evaluation in most other states as well.

ADMISSION AND CHARACTERISTICS OF STUDENTS

Admission to the Master of Arts in Teaching program at Brown University is by competitive application. Application materials include three letters of reference and an "essay on teaching," in which applicants discuss their reasons for pursuing a teaching career and discuss an educational issue they are interested in (the essay also serves as a check on writing ability). Applicants are judged on their potential for successful secondary school teaching and on their potential for doing graduate study in the discipline they have chosen to teach. The G.P.A. in the undergraduate major and GRE scores are part of the criteria for that judgment. Applications are read by a faculty member from the academic department, a faculty member from the Education Department, the director of the Master of Arts in Teaching program, and

a representative from the Graduate School. An interview on campus is recommended for all applicants, and many students do appear for interviews.

A survey based on application materials, interviews, and a questionnaire was made of the students in the Master of Arts in Teaching program in English during 1982 - 83, and presents a profile of one-half of a typical M.A.T. class. There were thirty-two applications for the English M.A.T. program in 1982, and sixteen students entered the summer session in June. Five of those students received full tuition scholarships, and eight more received tuition awards accounting for five of the eight courses in the program.

All the students in the 1982 - 83 class were graduated from private liberal arts institutions: Kenyon, Providence College, Connecticut College, Duke, Williams (2 students), Union College, Holy Cross (2), Georgetown (2), Smith, Tufts, Colgate, Catholic University, and Baldwin - Wallace. Some of the students also had done further study at the following: University of London, University of Exeter, Notre Dame, Stanford, College of St. Andrews (Scotland), Institut Catholique de Paris, Boston University, and Universitat des Saarlandes (West Germany), among other opportunities. Six of the students characterized their undergraduate institutions as having a religious affiliation. Their grade point averages were approximately 3.2 - 3.8 (on a four point scale) in English courses taken at the undergraduate level. (The M.A.T. class average for graduate study in English at Brown was 3.5 on a four point scale.) Most of the M.A.T.'s attended public high schools.

The students range in age from 21 - 29 (most are 21 - 24) and all

received B.A. degrees (all in English Literature or an equivalent program). There were ten females and six males in the 1982 - 83 class, the normal distribution in the last several years. In terms of background, eight come from a suburban background, four urban, two from towns, and two from rural areas. Seven characterize themselves as coming from the upper middle class, six from middle class backgrounds, two from lower middle, and one from the upper class. Almost all the students consider themselves "moderate" or "left of center" in their political orientation. Fourteen of the sixteen had some prior experience with teaching (but not secondary English) or counseling; only one had actual classroom teaching experience. Nine of them had other jobs following their graduation from college before entering the M.A.T. program. Most recent M.A.T. classes at Brown have drawn 50% of their students from other jobs.

Nine of the sixteen attended colleges where there were no certification programs at the undergraduate level. All sixteen said that whether a college had a teacher certification program or not did not enter into their choice of colleges; all said they had no interest in teaching at that time. Given the small percentage of high school seniors who indicate teaching as their career goal in any given year, this is not unusual (Andrew, 1983). Asked why they did not pursue a teaching certificate program after they entered college, the students gave just three types of answers: 1) a certificate program was not available, 2) they were only interested in English courses and electives, and 3) they were undecided about teaching until it was too late to enter a program before graduation.

When asked about their reasons for pursuing teaching when they finally did, they responded: 1) it represented a way to continue interests in the subject matter after college, 2) they were interested in, and enjoyed, working with adolescents, 3) they had an interest in contributing to something important like the education of children (and they believed they had something to contribute), and 4) they believed they would receive personal satisfaction from teaching. They seem to have a high regard for teachers; when asked to rank the following, doctors, lawyers, teachers, and scientists, in terms of their importance to society, nine of the sixteen ranked teachers first and none ranked teachers lower than second. Their commitment to teaching is also evidenced by their success in the intensive program at Brown. Most of those who drop out of the program do so during the initial summer session and most of those in the first few weeks. Those who do drop out usually give as their reason that they did not realize how difficult it was to pursue the certificate, or they were not as committed to teaching as they had thought they were. Under these circumstances, not only is there the initial screening which takes place during the application process, but the summer program (with two classes daily and daily teaching in the laboratory school) aids self-selection for those without sufficient commitment.

When asked why they chose the M.A.T. program at Brown over other M.A.T. programs, M.Ed. programs, or undergraduate certification programs as a special student, they gave only two answers: 1) the prospect of doing graduate study in the major (English), and 2) the Brown program had fewer education courses required than most other programs. Informal

interviews produced some other reasons: 1) most programs are a minimum of a semester longer than Brown's, 2) the prospect of immediate teaching in the summer laboratory school, 3) financial support, 4) the reputation of the program, and 5) the placement record in first-year positions.

Master of Arts in Teaching programs are not similar in design or intention to other five-year programs, especially the five-year "extended" programs (see Gallegos, 1981; Scannell and Guenther, 1981 for discussion of five-year programs). Conant even says that M.A.T. programs are "an entirely different breed of cat" than the extended five year programs (1963, p. 204). Students interested in the Brown M.A.T. tend toward programs which offer fewer education courses, rather than more, but they are attracted to programs with early opportunities for teaching. But they tend to decide on teaching as a career late in their undergraduate studies, or after they have graduated, and rarely want to sacrifice their liberal arts studies for education courses while undergraduates. They also want to do graduate study in the subject matter discipline as part of their preparation. But, a comparison of the motives of the M.A.T. students with those in an extended program (Andrew, 1983) show the same reasons for entering teaching: 1) love of subject, 2) helping / human growth, and 3) enjoyment of children / adolescents. The fourth main reason for seeking teaching as a profession, personal growth, is also cited by those in a five-year program (Andrew, 1983). While M.A.T.'s appear to have the same social service motivation as students in other five year programs, and other similar motivations, they definitely see the M.A.T. as the most direct and satisfying route to the classroom. The fact that Brown University

is an Ivy League institution currently enjoying a favorable reputation also influences some prospective M.A.T.'s when looking at teaching programs.

The recent report of the National Commission for Excellence in Teacher Education (1985) cites the characteristics of students in an exemplary five-year program, noting the average combined GRE scores of 1042 for students entering the fifth year of the program. Average combined GRE scores for students not admitted to Brown's M.A.T. program in English this year (for the class of 1986) were 1132. The following chart lists the essential academic characteristics of the students recently admitted and offered aid by the Brown M.A.T. program in English (another 18 were offered admission without aid):

G.P.A. in Major (undergrad)	Verbal GRE Percentile	Combined GRE
3.5	99	1480
3.6	99	1370
3.9	Not reported	
3.9	52	910
3.7	97	1480
3.7	99	1350
3.6	Not reported	
3.7	71	1100
3.5	85	1090
3.3	75	1150
3.5	Not reported	
3.3	96	1160
3.9	93	1360
3.6	99	1420

The above students attended the following institutions: Oberlin, Stanford, Kenyon, Indiana, Grinnell (2), Brown (2), Holy Cross, Dartmouth, Notre Dame, Wellesley, Swathmore, and the University of Connecticut.

M.A.T.'S AND CERTIFICATION TRENDS

Given that these individuals are committed to teaching, have good academic backgrounds, attended good colleges, are articulate in written and spoken English, and tend to be more experienced and mature than most beginning teachers, the specific things one wishes for in secondary school teachers, it is interesting to note that their route to teaching seems to be in direct opposition to prevailing trends in teacher education. One major push of recent years is the trend toward "early identification" of teaching candidates in colleges, with some programs beginning as early as the freshman and sophomore years. None of the candidates profiled here would have been "identified". Most chose teaching as a vocation very late in college, and sometimes after graduating and working for several years. Another trend is one toward requiring more and more courses in education for certification; many of these come from the state departments of education and in some cases from the state legislature. (Recently, at least one M.A.T. was denied certification by a non-ICC state on this basis.) This is a trend which tends to keep students who have a strong academic interest out of teaching programs because they wish to take more courses in the major or electives related to the major; this situation is interesting because one common perception about teachers is that they do not have strong academic backgrounds. In both the instances mentioned above, one of the factors is time. In both instances, students wanted to work as much academic course work as possible into their undergraduate years. In the

case of those returning to college after working in other fields, most were willing to give one year to re-train in but most could not affort to give two or more years.

In combating the stigma attached to teacher education students today, that of below average intelligence and poor academic background, the graduate status of the M.A.T. helps alleviate the psychological trauma involved in entering teacher eduction programs for many of the better students. Many prospective M.A.T.'s comment on the strong peer pressure that prevented them from seeking certification and continues to plague them. The chance to do more work in the subject field and to do so with graduate status is very attractive. A five year program envisioned, or in place, at some institutions seems less unreasonable to students when it results in graduate study in the discipline and a Master's degree. The status accorded students as members of a graduate certification program, a selective group, does help with self-esteem.

The graduate certification programs also provide an opportunity for those who are returning to college to take advantage of graduate student financial aid opportunities unavailable in most cases to "special" students. There are many excellent teaching candidates in various professions who, after finding out that publishing, for instance, is not the glamour business they thought it was, reconsider teaching as a career only to find they have no way to be certified without giving up two years of income. Since the prevailing psychology and mythology of undergraduates concerning teaching keeps many students from pursuing a teaching certificate at the undergraduate level, it seems ridiculous to, in effect, prevent capable students from receiving a certificate once they have received the B.A.

There is a shortage of teachers in some areas, and a shortage of good teachers in all areas, at the present time (National Commission for Excellence in Teacher Education, 1985). Given the numbers of students entering teacher education programs right now, the shortage can only get worse in the future (National Commission, 1985). At the same time, some teaching salaries are getting better, and teaching conditions are becoming a regular part of contract negotiations. Some Brown M.A.T. graduates have found first-year high school teaching positions in the $16,000 to $17,500 range, and, under the provisions of the new teacher contract in Providence, Rhode Island, teachers with the same number of total years experience and the equivalent degree to the Ph.D. will find themselves making more than their counterpart in the education department at an Ivy League university. As the number of lawyers and other professsionals grows, and the market for those professionals becomes saturated, many of teacher education's traditional group of students may return to teaching. (Applications for the Brown M.A.T. program have increased significantly during the last two years; there were 43 applicants for the English program in 1984 - 85 and 46 so far this year, versus 35, 24, 31, and 38 in the four years preceding. The Social Studies applications show a similar gain.) It would be of advantage to all concerned if those people had the opportunity to seek a teaching certificate as a reasonable alternative to other professions.

Originally, M.A.T. programs came into existence as a response to the need to overcome a shortage of teachers and to improve the quality of instruction in the public schools. With some states, such as New Jersey, already proposing certification of teachers without formal

training, schools of education might find it advantageous to begin planning programs that would prepare highly-qualified individuals who might decide to pursue teaching as a new line of work. The philanthropic foundations which originally financed M.A.T. programs might be willing to refinance these programs, especially in the areas of mathematics and science. The graduate schools and departments in the less "profitable" disciplines in the humanities and social sciences might support a program that brings more graduate students into the graduate courses in this era of declining graduate enrollments. The public schools' response to the M.A.T., at least from our experience at Brown, appears to be quite enthusiastic.

Many top students have been driven from the prospect of teaching by the perception of lack of opportunity and by public and professional denigration of teaching as a profession and of teachers as worthwhile and intelligent human beings. Under the present circumstances it is unlikely the undergraduate teacher education programs will draw the right students or meet the particular needs of the public schools in any acceptable manner. Graduate certification programs may be a way of soliciting and selecting superior teaching candidates. The needs and characteristics of these potential teacher education students, such as the ones outlined here, need to be considered in the design of such a program. A program which might bring these students back to teaching may address many of the present difficulties in public school teaching.

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